<u>Research-Based Equitable School Discipline Model Policy</u>

House Enrolled Act 1421
HEA 1421

School discipline. Provides that the Indiana Department of Education (IDOE) model evidence based plan for improving student behavior and discipline must:

(1) reduce out-of-school suspension and disproportionality in discipline and expulsion;
(2) limit referrals to law enforcement or arrests on school property to cases in which referral to law enforcement or arrest is necessary to protect the health and safety of students or school employees; and (3) include policies to address instances of bullying and cyberbullying on school property of a school corporation.

Provides that, beginning in the 2019-2020 school year, IDOE, in collaboration with parent organizations, teacher organizations, educational support professional organizations, and state educational institutions, shall, upon a school corporation's request, provide information and assistance to the school corporation regarding the implementation of the school corporation's evidence based plan to ensure that teachers and administrators receive appropriate professional development and other resources in preparation for carrying out the plan. Urges the legislative council to assign to an appropriate interim study committee the task of studying the use of positive student discipline and restorative justice practices by elementary and secondary schools. Requires the department to conduct a survey of school corporation school discipline policies to determine the extent to which positive discipline and restorative justice practices are being utilized.

School districts need to ensure that they are continuing to meet the letter and intent of these statutory requirements. This model policy offers a guide for schools and resource to address HEA 1421. It provides school districts with current information and resources as they review

and, as necessary, update policies, procedures and discipline practices to ensure all students have access to a safe, respectful, culturally and trauma responsive learning environment.

TEMPLATE

POLICY & PROCEDURES FOR EQUITABLE SCHOOL DISCIPLINE

NOTE: This document provides best practice recommendations, procedures, and protocols concerning positive school discipline. However, the policy may not take into account every local and state law that may be applicable. It is recommended that a lawyer be consulted for assurance that all policies drafted are in compliance with the law in your jurisdiction. Additionally, all recommendations will not work for all schools; recommendations must be differentiated based on school data and characteristics.

Overview

Every student has a right to be educated in a safe and supportive learning environment and to be treated in a manner that is respectful, culturally and trauma responsive, and free from disparate or discriminatory discipline. Every educator has a right to be provided with the support, training, and resources to meet the needs of students struggling with social, emotional, and/or behavioral challenges and to teach in a school environment that provides a structure for teaching and supporting positive behaviors.

Purpose

The purpose of this policy is to ensure all [INSERT SCHOOL NAME HERE] students have access to an equitable, safe, and supportive learning environment. To do so, it is important to have proactive procedures in place aligned with the Multi-Tier System of Supports (MTSS) framework, to develop a system-wide process for implementation, enforcement, and reporting of disciplinary matters. In contrast, school disciplinary measures should not be used to exclude students from school or otherwise deprive them of such an education, unless it is essential to preserve the safety of students and staff. Educators at [INSERT SCHOOL NAME HERE]:

a) Understand education is necessary to the well-being of individuals, communities, and the State of Indiana;

b) Recognize that physical, behavioral, and social-emotional health is an integral component of students' educational outcomes;

c) Work toward meaningful engagement of all stakeholders – including students, teachers, administration, parents, and community stakeholders – because it is essential to school safety and a positive school climate;

d) Foster positive student relationships and a supportive school culture because it is crucial in maintaining safety and security in school;

e) Use proactive strategies designed to prevent discipline problems;

f) Strive to find strengths in every student and family in our school community;

g) Promote high standards of behavior by teaching, modeling, and monitoring behavior, and fairly and consistently correcting misbehavior as necessary;

h) Can seek the support of the Positive Discipline Coordinator or members of the team/committee (see Appendix A for Role of the Positive Discipline Coordinator); and

i) Participate in continuous professional development that supports equitable and positive school discipline practices with a foundation in social-emotional learning.

In executing said policies and procedures, all efforts will be made to maintain the privacy and dignity of all students and their families.

Scope

Districts and schools will use data to make informed decisions to work to eliminate any disparities in the use of disciplinary referrals, in the severity of punishments or the impact of disciplinary action (e.g., suspensions and/or expulsions) on students based on race, ethnicity, sex, gender identity, sexual orientation, language, national origin, religion, disability, economic, or other status. School discipline must be administered in an equitable and non-biased way.

A. Districts establish a School Climate and Equitable School Discipline Committee (see Appendix B for additional details) of diverse representatives made up of administrators, teachers, school counselors, school social workers, school psychologists, behavior specialists, students, parents/guardians, and community stakeholders to advise the school district on:

a. Promoting culturally responsive and non-discriminatory classroom management and discipline strategies;

b. Reducing racial disproportionality in discipline referrals and consequences;

c. Improving dialogue about discipline among students, parents/guardians, teachers, and administrators;

d. Helping identify and developing structures for a Positive Discipline Coordinator to be placed in each building;

e. Developing structures and strategies that reflect restorative practices principles, and;

f. Incorporating student voice regularly and in an intentional manner.

B. The School Climate and Equitable School Discipline Committee shall, among other duties:

      a. Select (if one does not exist) an annual school climate survey and assist in the review of data;

      b. Consult with the district on the development, review, and revision of the Code of Conduct and other disciplinary policies;

      c. Based on the data, identify professional development needs;

      d. Align positive school discipline practices to the MTSS framework;

      e. Review complaints about discipline practices and conduct of security/school police and/or school resource officers; and

      f. Review discipline data and, if racial disparities in referrals and consequences are identified, develop goals and action plans to demonstrate how the district and schools will address the reduction of the disparities discovered in the data.

C. Schools shall actively create a positive school climate for all members of the school community. Positive school climate is developed when schools intentionally dedicate time to strengthen student relationships, promote inclusiveness, respond from a culturally and trauma responsive lens, model and teach social-emotional learning skills, apply culturally responsive classroom management and discipline practices that build community. (More information in School Climate and Positive Discipline Section)

D. Districts and schools shall provide ongoing professional development for all teachers, student service professionals, administrators and school staff on cross-cultural understanding/communication, implicit bias, trauma responsive education, social-emotional learning, restorative practices, culturally responsive classroom management, codes of conduct (new or any changes made) and disciplinary policies.

E. Districts and schools shall ensure that Codes of Conduct are created and implemented to avoid discriminatory and/or disproportionate consequences of students based on race, gender, sexual orientation, or other characteristics. (See Resource Guide for Codes of Conduct samples)

F. Districts and schools shall prohibit the use of corporal punishment, restraints, seclusion, or physical abuse against students.

Student Rights and Participation

Districts and schools shall develop structures where students can share their perspectives and be heard on issues affecting their education, specifically concerning school climate and school discipline policies and procedures.

    A. Students should be involved in the development and annual review of the Codes of Conduct.

    B. Schools, in partnership with students and other members of the school community, shall create a Students' Bill of Rights.

    C. Schools will ensure all students and school staff clearly understand the school rules, policies, and procedures. *It is important not only to take time to at the beginning of a school year but to review after school breaks.*

Parent/Guardian Rights and Participation

Districts and schools shall develop structures that ensure parents/guardians are included and vital partners on issues affecting their children's education, explicitly addressing school climate and school discipline policies and procedures.

    A. Districts and schools shall create welcoming environments for parents/guardians.

    B. Districts and schools will include parents/guardians in the decision-making process when reviewing and/or updating school discipline policies and procedures. Parents/guardians should be involved in the development and annual review of the Codes of Conduct.

    C. Districts and schools will be intentional to have parent/guardian representation on the School Climate and Equitable School Discipline Committee as well as other relevant committees.

    D. Schools will ensure all parents/guardians are provided the school rules, policies, and procedures.

    E. Parents/guardians will be informed of their children's behavioral performance, and if any issue arises, the parents/guardians will be notified and involved throughout the discipline process.

Role of Law Enforcement

Law enforcement is an integral part of the community and can play a vital role in the school community when roles and responsibilities between both parties are clearly defined.

Additionally, all school police officers and/or school resource officers working in the schools need additional training specific to the school district, so they understand school policy, procedures, and the other trainings expected of the school staff (trauma responsive practices, restorative practices, etc.).

The district shall avoid the unnecessary criminalization of students. Police involvement is used in situations when it is necessary to protect the physical safety of students, staff, or it is appropriate to address criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District's internal disciplinary procedures. Disproportionate use of police intervention in inappropriate situations shall be cause for corrective action by the district.

Police Entry On A School Campus

Police officers should notify school officials (*e.g.*, principal, dean, or head counselor) of their presence and/or purpose on school property. The only exception is in the event of an immediate threat to student, staff or public safety---an emergency situation. Annually, a meeting between the lead School Police Officer/School Resource Officer and the site district administration should occur before the start of the school year. At this meeting, a "master" school contact list is created so each assigned building level School Police Officer/School Resource Officer knows the person to contact when/if a crisis should occur. At this meeting, a review of procedures/protocol also should take place so both parties can discuss emergency crisis plans/procedures and discuss any necessary updates.

School Disciplinary Issues & Law Enforcement

District and school administrators, teachers, and all school staff should and need to be responsible for addressing student discipline issues. It is not the responsibility of the School Police Officer and/or the School Resource Officer (Supported by NASRO[1]). Students who are referred to police officers for school discipline issues, trauma-related behavior issues, and/or disability-related behavior may experience long-term, negative consequences as a result, including a higher likelihood of not graduating and having future interactions with the criminal justice system. Young people who are facing behavioral challenges or engaged in minor criminal

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[1] The National Association of School Resource Officers (NASRO) provides officer training and has repeatedly taken the public position that officers should not be involved in school discipline. NASRO follows a "triad model," which teaches officers how to serve in three roles in schools: as law-enforcement officials, as educators who teach students about subjects like the criminal-justice system or drug prevention, and as informal counselors and mentors for students.

activity are most likely to benefit from positive behavioral intervention and supports, access to adults who mentor and guide them, and additional counseling or tutoring rather than arrest and exclusion from school. Other important items to consider include the following:

1. The school administration team should conduct the initial investigation, including interviewing the student suspect and other witnesses, to determine if it is necessary/required to involve law enforcement. Only in immediate threats of safety or illegal student issues should law enforcement be involved immediately.

2. In **all** matters involving School Police Officers and/or the School Resource Officers, the role of the District/Building-level administrator is to safeguard the student's rights. This is due to the *in loco parentis* (*e.g.,* "in place of the parent") relationship that must be upheld.

3. School Police Officers and/or the School Resource Officers should not interview, question students, or collect evidence for *School District disciplinary purposes,* including expulsion matters. It is the school site administrators and staff responsibility for interviewing students and collecting any relevant data in these cases.

4. Potential exceptions could include (not an exhaustive list):
   a. An immediate physical threat to student, staff or public safety;
   b. Student involvement in or knowledge of suspected criminal activity;
   c. Student's parent/guardian has been given an opportunity to be present and has consented to the questioning; and
   d. The officer possesses probable cause to believe the student has committed or will commit in the foreseeable future, an offense that poses a real and immediate threat to student, staff or public safety.
      i. In all interviews, the student must be properly informed of his/her *Miranda* rights.[2]

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[2] Indiana Supreme Court Case No. 49S02-1709-JV-567: *Indiana Supreme Court rules Hoosier students must be told their rights prior to interrogation by school resource officers*

Limit Exclusionary Discipline

Districts and schools should limit the use of exclusionary discipline practices (e.g., suspension or expulsion) to only the most severe offenses. Discipline practices that are discriminatory in our schools disproportionately are impacting students of color; students with emotional, behavioral, and cognitive disabilities; and youth who identify as lesbian, gay, bisexual, transgender, and questioning (LGBTQ).[3]

Exclusion should be a 'last resort' option and only used after multiple positive, preventive, and tiered behavioral practices have been implemented and carefully documented. Exclusion from school should only be used in extreme cases and when absolutely necessary to protect the safety of the school community. School administrators need to consider multiple factors when considering exclusionary discipline, some of which may be outside the student's control that may have contributed to the problem behavior. Examples of such factors include, but are not limited to:

1. Diagnosed or undiagnosed mental illness;
2. Current or past trauma;
3. Appropriateness of the student's placement or setting;
4. If student has been the target of bullying (current or past);
5. Family situations such as involvement in foster care, domestic violence, child abuse, homelessness, poverty, recent death of a loved one, or immigration status;
6. Substance abuse or addiction;
7. Student's disciplinary history;
8. Student's age and ability to understand consequences (cognitive ability);
9. If student was acting in self-defense;

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[3] U.S. Department of Education, Office for Civil Rights. (2014). *Civil rights data collection data snapshot: School discipline* (Issue Brief No. 1). Washington, DC: Author. Retrieved from http:// www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf?utm_source=JFSF%20 Newsletter&utm_campaign=0f6e101c7e-Newsletter_July_2013&utm_medium=email&utm_ term=0_2ce9971b29-0f6e101c7e-195307941; Arcia, E. (2006). Achievement and enrollment status of suspended students: Outcomes in a large, multicultural school district. *Education and Urban Society, 38,* 359–369.; Losen, D. J., & Martinez, T. E. (2013). *Out of school & off track: The overuse of suspensions in American middle and high schools.* Los Angeles, CA: The Center for Civil Rights Remedies at the Civil Rights Project. Retrieved from http://files.eric.ed.gov/fulltext/ ED541735.pdf; Losen, D. L., & Skiba, R. J. (2010, September). *Suspended education: Urban middle schools in crisis.* Los Angeles, CA: The Civil Rights Project at UCLA and Montgomery, AL: Southern Poverty Law Center. Retrieved from http://www.splcenter.org/sites/default/files/ downloads/publication/Suspended_Education.pdf; Himmelstein, K. E. W., & Bruckner, H. (2011). Criminal-justice and school sanctions against nonhetersexual youth: A national longitudinal study. *Pediatrics, 127*(1), 49–57.; Poteat, P., & Russell, S. (2013). Understanding homophobic behavior and its implications for policy and practice. *Theory Into Practice, 52*(4), 264–271.

10. The school's documented behavioral plan and tiered supports that have been implemented to address student's behavior using positive, preventive methods prior to this incident;

11. Any other relevant circumstances, including whether the student should have been identified as a student with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. If the student has not previously been evaluated for a disability but has engaged in a pattern of behavior that suggests the student should have been, the school should immediately begin the procedure to conduct an evaluation as set forth in Section 1414 of U.S. Code Title 20 on evaluation of students with disabilities.[4]

Limitations On Use Of School Exclusion

Students should not be excluded from school unless non-exclusionary and positive discipline alternatives have been carefully considered, tried and documented to the extent reasonable and available. Additionally, it is necessary that the school administration document all positive interventions and other disciplinary measures in addressing the student's behavior and explain why those measures have not successful before pursuing exclusionary discipline to address the behavior.

Exclusionary discipline should not be used for (not an exhaustive list):

1. Truancy or being late to class/absences;

2. Dress code violations; and

3. Minor behavior infractions, including but not limited to insubordinate behavior, defiance, disobedience, disrespect, or disruptive behavior, classroom disruption or other disruption of school activity.

Exclusionary Discipline Applied

Students have the right to remain in school and to continue their education during exclusion. At the time a district or school makes the decision to exclude a student, (can be a suspension or an expulsion), the student should remain in school pending the outcome of the student's suspension/expulsion conference/hearing.

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[4] Individuals with Disabilities Education Act, Section 1414: https://www.govinfo.gov/content/pkg/USCODE-2011-title20/pdf/USCODE-2011-title20-chap33-subchapII-sec1414.pdf

1. Student Suspension

    a. When a student is suspended from school, the student has a right to continue to access and complete regular academic work throughout the suspension. No school policy shall prohibit a student who has been suspended from school from completing academic work during the suspension time and earning credit towards promotion and/or graduation.

    b. Quality instruction should be provided in an alternative classroom/setting, or the student can be placed in an alternative school that provides the same quality instruction (if an alternative school is within the district).

    c. It is the school's responsibility to ensure the student gets all the assignments for the length of time the student is not in class.

    d. In the event the school cannot get academic work to the student, it should document those reasons and provide them to the student, the student's parent/guardian, the student's advocate and/or legal counsel, the Board of Education, and should assist the student in making up the work after they return from suspension.

2. Student Expulsion

    a. When a student is expelled from school, the student has a right to attend a high quality alternative school to receive a complementary education that allows him/her to continue to progress toward promotion/graduation and will help the student develop a plan to reintegrate into the student's home school at the end of the expulsion period.

Due Process

The failure to provide students and parents/guardians with due process has resulted in a breakdown of trust between schools and the communities they serve. To restore that trust, and ensure correct results in disciplinary proceedings, there should be utmost respect for: parents'/guardians' right to be immediately notified when their child faces disciplinary action; students' right to a fair hearing before being suspended, expelled, or referred to an alternative school; and students' right to appeal suspensions, expulsions, and referrals to alternative schools.

Positive Discipline Practices

Positive approaches to discipline can improve student engagement, academic performance, and teacher satisfaction, while also reducing violence and disciplinary incidents in schools.[5] Districts and schools should adopt school-wide, preventive and positive discipline policies that are developed with the participation of students, parents/guardians, educators, and other community stakeholders that use data to inform and guide their work.[6]

Early Intervention

Providing early intervention for students at risk of being pushed out of school, including students with disabilities, impacted by trauma, mental illness, students with behavioral issues, students with unstable family and home lives, homeless students, students who have been the target of bullying behavior, and students who have a history of discipline problems.

Early intervention options could include:

1. Equipping teachers, educators, and support staff with active listening skills necessary for students to feel comfortable to share needs and concerns;

2. Recognizing and providing reasonable accommodations to the responsibilities that some students have with family and work obligations, including having children of their own;

3. Conducting surveys (once per semester or at least annually) to ask students about their needs and concerns--then develop the necessary supports to provide to the students to address the needs found on the survey;

4. Creating a transparent process for students, parents/guardians to seek support (academic or social-emotional) and receive school-based counseling and/or referral to outside support if appropriate; and

5. Developing and supporting student leaders to provide mentoring, intervention, and mediation to other students.

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[5] Russell Skiba et al., Are Zero Tolerance Policies Effective In The Schools? An Evidentiary Review and Recommendations (2006), available at http://www.apa.org/pubs/info/reports/zero-tolerance-report.pdf.

[6] Fair and Effective Discipline for All Students: Best Practice Strategies for Educators: http://www.naspcenter.org/factsheets/effdiscip_fs.html

Components of a Comprehensive Positive Discipline Program

When developing a comprehensive positive discipline program, it is important to take a multi-tiered approach. There are several layers and components to be considered when creating a positive discipline program. However, the ultimate goal is to build schools not to demand obedience, but to build a community comprised of supportive, healthy, positive relationships between students, parents/guardians, and all educators. To do so, it is critical to implement equitable and positive school discipline strategies that promote self–discipline and address underlying conditions when behavior issues arise by providing opportunities for feedback, restorative practices, and pro-social skill building. Below provides multiple components to consider when developing a comprehensive positive discipline program:

1. Develop respectful, collaborative and supportive relationships between students, educators, and parents/guardians,[7,8]

   a. Designating time each day that is solely for relationship-building;

   b. Circles in the classroom designed for relationship-building;

   c. Displaying positive messages and visuals that convey shared community norms, values, and celebrate students' learning and accomplishments;

   d. Ensuring the physical learning environment represents all students' cultures—all students can "see" themselves in the school and learning environment;

   e. Learning about students' interests and inviting them to make decisions about class activities (student voice);

   f. Modeling respect for diversity, equity, and inclusivity;

   g. Taking a positive and strength-based approach when working with students and families;

   h. Developing parent/guardian book clubs—select books with social-emotional themes;

   i. Ensuring parents/guardians have opportunities to volunteer and participate at school; and

   j. Offering multiple ways to communicate with parents/guardians and valuing input from family.

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[7] Klevan, S., & Villavicencio, A. (2016). *Strategies for improving school culture: Educator reflections on transforming the high school experience for Black and Latino young men* (Research Report). Retrieved from
https://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/esi_school_culture/Strategi es_for_Improving_School_Culture.pdf

2. Implement Social-Emotional Learning (SEL) Practices and/or Programs

Research shows a clear link between school climate and SEL. Attention to school climate is necessary for knowledge building and the improvement of SEL knowledge and skills in students and adults, just as attention to SEL is necessary for knowledge building and improvement of school climate.[8]

  a. Districts and schools may implement the Indiana Social-Emotional Learning (SEL) Competencies. Schools may teach and reinforce the following social-emotional learning competencies:

  ➢ Sensory-Integration

  ➢ Insight

  ➢ Connection

  ➢ Regulation

  ➢ Collaboration

  ➢ Critical-Thinking

  ➢ Mindset

For more information, please visit ***https://www.doe.in.gov/sebw***

  b. Embed SEL activities into regular academic curriculum, and;[9]

  c. Incorporate lessons that connect SEL skills to daily life outside the classroom through service-learning;

3. Culturally Responsive Practices

  1. Address teacher and staff behavior by reflecting on their own biases and values, and how they may affect their interactions with students, including the kinds of responses they judge to be problematic, and how these are related to race and ethnicity;

  2. Provide implicit bias training;

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[8] Osher, D., & Berg, J. (2018). *School climate and social and emotional learning: The integration of two approaches* (Issue Brief). Retrieved from https://www.air.org/sites/default/files/downloads/report/School-Climate-and-Social-and- Emotional-Learning-Integrative-Approach-January-2018.pdf

[9] Hamedani, M. G., & Darling-Hammond, L. (2015, March). *Social emotional learning in high school: How three urban high schools engage, educate, and empower youth* (Issue Brief). Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-social- emotional-learning-research-brief.pdf

3. Develop culturally relevant education, incorporating students' cultural backgrounds into the classroom and making class discussions and work relevant to their lived experiences;[7]

4. Hold informational sessions (at least annually) so parents/guardians can ask questions or raise concerns about the fairness, equity, or clarity of the district's discipline policy and procedures; and

5. Communicate with students and families in culturally responsive and respectful ways to ensure that communications are consistent with students' cultural backgrounds.

4. Implement Restorative Practices

Adopt restorative approaches to discipline, a multi-tiered classroom and school-based intervention, which demonstrates the priority placed on the relational needs in the school community as well as holding students accountable for their behavior.

5. Implement Schoolwide Positive Behavior Intervention and Supports (SW-PBIS)

It is vital to coordinate services systematically, instead of a piecemeal approach. Schoolwide Positive Behavior Interventions and Supports provides schools with a structured approach to teach behavioral expectations in a positively stated manner. SW-PBIS provides a framework for maximizing the selection and use of evidence-based prevention and intervention practices along with a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.[10]

6. Trauma-Responsive Practices

It is critical to develop Trauma Responsive Schools which directly engage the root causes of a student's behavior, including trauma, and dedicate resources to improving students' behavioral health.

a. Be intentional about your approach to culturally responsive classroom management. It is important to engage the responsive brain for both the students and for yourself. Focus on your own emotions first, remain calm, and work to connect with the student when there is a behavioral issue. Relationships are the foundation for engagement.

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[10] Brief Introduction and Frequently Asked Questions about PBIS: https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs

b. It is crucial to train all administrators, teachers, student service professionals, and support staff, including behavior specialists, to understand the sources of trauma, identify the signs of trauma, and be aware of strategies most effective when working with students impacted by trauma;

c. Utilize the School Climate and Equitable School Discipline Committee and/or the Positive School Discipline Coordinator, to address behavioral health needs of individual students and the student body as a whole by planning, coordinating and evaluating services within the school and/or provide assistance to educators needing additional support;

d. Review policies annually to ensure all discipline policies and procedures are trauma-responsive:

e. Implement positive disciplinary approaches, including but not limited to counseling, restorative practices, peer mediation and other non-exclusionary practices, as a primary response to student misbehavior;

f. Provide students with a safe and secure space (e.g., sensory area) to regulate before returning to class (plan should be in place); and

g. Connect students who may have experienced trauma to mental health professionals and services within the school and/or provide community referral.

7. Non-Exclusionary Discipline Practices

It is imperative to use non-exclusionary discipline practices and alternatives to suspension with support by qualified professional staff who have the necessary training to deliver the services. These options include but are not limited to:

a. Peer mediation and/or conflict resolution;

b. Restorative circles, conversations and/or family group conferences;

c. Teen Court;

d. Counseling;

e. Tiered support team interventions;

f. Community service;

g. Think Sheets; and

h. Written and/or verbal apologies (please, never force a student to apologize)

8. Regularly Evaluate the Effectiveness of the Comprehensive Positive Discipline Program

Regularly evaluate the effectiveness of the practices and programs implemented, including the staff's ability to relate to students through the programs. Make appropriate adjustments.

9. Educator Training

One of the primary reasons for the over-reliance on punitive and discriminatory disciplinary measures is that many educators have received insufficient training in trauma responsive practices, classroom management, social-emotional learning, culturally responsive practices, conflict resolution, restorative practices, and positive discipline strategies. Every school within the District shall make an annual allocation of their professional development time and resources to these topics to ensure that the disciplinary program in each school is effective and that the comprehensive positive school discipline program is a priority.

Appendix A

Role of the Positive Discipline Coordinator

Each building should designate a Positive Discipline Coordinator. Potential positions could be be an assistant principal, school counselor/school social work/mental health counselor, behavioral specialist – someone with the appropriate credentials and training to provide support to staff, conduct professional development, review data, and de-escalate student situations, and intervene in crisis situations.

Recommended Trainings for Positive Discipline Coordinator

As professionals are selected, these people may need training to support their work as the Positive Discipline Coordinator. It is suggested that the Positive Discipline Coordinator be competent in both knowledge and skills in the topics listed below:

- Social-Emotional Learning
- Restorative Practices
- Culturally Responsive Practices
- Trauma Responsive Practices & Interventions
- Relationship-Building (Teacher/Student & Student-Student)
- Conflict-Resolution
- School-Wide Positive Behavioral Interventions and Supports
- Bullying & Cyberbullying
- School Safety
- School Climate & Culture
- Mental Health
- Peer Mediation
- Teen Court
- Peer Programming
- Universal Screening
- Data Analysis & Progress Monitoring
- Implicit Bias
- Multi-Tier System of Supports (MTSS)

Appendix B

School Climate and Equitable School Discipline Committee

A. Districts establish a School Climate and Equitable School Discipline Committee comprised of diverse representatives of administrators, teachers, school counselors, school social workers, school psychologists, behavior specialists, students, parents/guardians, and community stakeholders to advise the school district on:

   a. Promoting culturally responsive and non-discriminatory classroom management and discipline strategies;

   b. Reducing racial disproportionality in discipline referrals and consequences;

   c. Improving dialogue about discipline among students, parents/guardians, teachers, and administrators;

   d. Helping identify and developing structures for a Positive Discipline Coordinator to be placed in each building;

   e. Developing structures and strategies that reflect restorative practices principles; and

   f. Incorporating student voice regularly and in an intentional manner.

B. The School Climate and Equitable School Discipline Committee shall, among other duties:

   a. Select (if one does not exist) an annual school climate survey and assist in the review of data;

   b. Consult with the District on the development, review, and revision of the Code of Conduct and other disciplinary policies;

   c. Based on the data, identify professional development needs;

   d. Align positive school discipline practices to the MTSS framework;

   e. Review complaints about discipline practices and conduct of security/school police and/or school resource officers; and

   f. Review discipline data and, if racial disparities in referrals and consequences are identified, develop goals and action plans to demonstrate how the district and schools will address the reduction of the disparities discovered in the data.

C. Suggested Data Collected & Reviewed

It is recommended the following data be collected on educational outcomes and made available to the public consistent with privacy constraints established under federal and state privacy laws and regulations. The data shall be aggregated and disaggregated by age, race and ethnicity, gender, income level, disability, English Language Learners, court-involved youth, homeless students and students in foster care, and when included, cross-tabulation and longitudinal data to allow for in-depth review and analysis to look for trends:

1. Graduation rates

2. Test scores and other formalized state assessments of students

3. Enrollment rates

4. Attendance rates for students and teachers

5. Dropouts

6. Student Discharges (other than those that may be described as expulsion--moved out of district, aged out of public school eligibility, incarceration, etc.); and

   a. Number of discharges, by type;

7. Transfers to alternative schools, remedial programs and GED programs, which includes:

   a. Transfer rates, broken down by destination, disproportionately impacted groups, and whether transfer was voluntary or involuntary:

      i. If transfer was involuntary, whether administrative hearings were conducted and the outcomes of proceedings;

8. Discipline rates, including

   a. Types of infractions;

   b. Teacher/staff members reporting the infractions;

   c. Consequence of infraction, including but not limited to:

      i. Positive interventions;

      ii. In-school suspensions;

      iii. Out-of-school suspensions;

         a. Number of students receiving repeated suspensions;

      iv. Length of suspensions;

      v. Expulsions;

      vi. Referrals to alternative schools; and

d. Interactions with police and School Resource Officers, including:

e. Referrals to probation/law enforcement/courts, including types of incidents;

f. School-related arrests, including types of incidents;

    a. Number and type of student searches;

    b. Number and type of student interrogations;

    c. Police officers or school staff involved in incidents with students; and

g. Trainings for police, security officer, school resource officer, and school staff on positive discipline, trauma responsive practices, and cultural responsiveness, including:

    a. Number and duration of trainings;

    b. Types of trainings; and

    c. Resources allocated to trainings.

h. Reenrollment statistics of students' return from suspension sites and detention facilities, including:

    a. Number of students reenrolling or dropping out after suspensions, expulsions, involuntary transfers, alternative school placements, juvenile detention, arrest, detention, adjudication, conviction and incarceration; and

    b. Number of days between discharge from suspension, detention, or incarceration and enrollment at a school placement.